

Analysis of the Existing Problems in the Management of Basic Education Schools

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Abstract: Under the background of the deepening of education reform, school education management is faced with more challenges and opportunities, which requires education managers to constantly change their teaching concepts and strengthen their attention to students' study and life. As an important part of school education and teaching work, the school management of basic education can not only effectively promote the smooth development of school education and teaching activities, but also effectively promote the all-round development of students. However, there are still some problems in the management of many basic education schools, which to a large extent hinders the smooth development of basic education school education and teaching work. This paper analyzes and expounds the existing problems in the management of basic education schools in detail, and puts forward some measures to improve the management of basic education schools, aiming to provide reference for relevant educators.

Keywords: Basic Education Schools; Management Work; Existing Problems.

1. Foreword

In the process of continuous development in the field of education, the management of basic education schools has gradually become an important link to optimize the education system and improve the quality of education. At present, with the social change and scientific and technological progress, basic education schools are facing many new challenges and problems, such as teacher management, student safety, information construction and other aspects of the increasing demand. The existence of these problems not only affects the quality of education, but also restricts the pace of school development. In this context, it is of great significance to promote the healthy development of education undertakings to deeply analyze the existing problems in the management of basic education schools and to explore the effective improvement measures.

2. Existing Problems in the Management of Basic Education Schools

(1) The management information degree is not high

At the level of basic education, some schools have backward network infrastructure and insufficient computers and related equipment, which directly limits the application of information technology in school management. In the level of software application, schools generally lack efficient management software systems, such as student information management system, teacher performance evaluation system, financial management system, etc. The lack or imperfection of these systems makes the school management still rely on traditional and inefficient means. The ability of school managers in the application of information technology is also generally insufficient, and many managers lack the necessary information knowledge and skills, which hinders the promotion and application of information management mode to a certain extent. Although the education department has paid more attention and investment to the information construction in recent years, but in the practical operation

level, the school information construction is still disconnected. On the one hand, the insufficient investment of informatization construction makes many schools unable to meet the basic needs in terms of hardware facilities; on the other hand, the lack of sufficient understanding of the effectiveness and practicability of informatization application leads to the blindness in purchasing equipment and systems, which cannot truly meet the actual needs of school management. The lack of information education and training also leads to the obstacles for school managers to apply information tools for management, and fail to give full play to the potential advantages of information technology.

(2) Improper maintenance of campus facilities

In the current managements practice of basic education and schools, the aging problem of campus facilities is increasingly prominent. Many school buildings, classrooms, laboratories and so on have been used for many years. There are safety risks, but there is a lack of timely and effective maintenance and update. Some schools do not invest enough in daily cleaning and maintenance, resulting in a dirty and messy campus environment, which affects the health and safety of students and staff. Many schools rely on non-professionals in the maintenance of facilities, or reduce the allocation of professional maintenance personnel, and these factors seriously affect the normal use and long-term maintenance of campus facilities. Under the background of increasingly tight educational resources, due to the limitation of capital, human resources and other resources, some basic education schools have far less investment in the maintenance of facilities, which not only affects the normal service life of the facilities, but also reduces the overall education and use function of the campus. For example, due to the long-term lack of maintenance of sports facilities and science laboratories in some schools, the equipment is seriously damaged and cannot meet the teaching needs. Campus safety facilities such as fire fighting facilities, safety exit signs, if not properly maintained, will directly affect the safety environment of the campus. From the perspective of management, school administrators lack of awareness of the importance of facility maintenance, and have unreasonable planning in budget allocation and

human resource allocation. In many cases, facility maintenance is regarded as a secondary problem, lacking long-term and systematic maintenance planning and implementation efforts.

(3) The management of the teaching staff is not standardized

At present, many basic education schools lack clear professional standards and ability requirements in the recruitment process. The school management focuses more on academic qualifications in the recruitment of teachers, but ignores the soft power of teachers' teaching ability, innovative thinking and communication skills. The neglect of teachers' professional ethics and behavior norms is often because school management attaches importance to academic achievements and ignores the long-term impact of teachers' ethics construction, which leads to insufficient investment in teachers' ethics education and standard construction. In many basic education schools, teacher training is often formal and unified, lack of targeted and personalized, unable to meet the diversified development needs of teachers. The problem of the teacher performance evaluation system is that it relies too much on students' examination results, which reflects the school management's one-sided understanding of the education quality evaluation system, and ignores the innovation of teaching methods and the importance of diversified education. Teachers prevalent in job burnout and low job satisfaction phenomenon, the reason behind it is the lack of effective mental health education and support system, teachers in the face of professional pressure and challenges often lack the necessary support, it not only affects their professional quality of life, also affected the effect of education teaching. In some basic education schools, the lack of targeted planning and support for the training and development of young teachers, which leads to the failure to fully play the potential of young teachers in professional growth and education and teaching vitality.

(4) The imperfect student safety guarantee system

Student safety is the primary task of basic school management of education, but in practice, many schools still have obvious shortcomings in the construction of a comprehensive student safety system. From the perspective of physical safety, some schools campus facilities safety management is not in place, such as fire safety, campus traffic safety, school structure safety and other aspects of hidden dangers. Schools generally lack effectiveness in the formulation and implementation of contingency plans to deal with safety emergencies. For example, evacuation drills in emergency situations are not being carried out regularly, or the drills become a formality and cannot really play their due effect. Many schools neglect the necessary safety education for students in daily teaching, such as traffic safety, personal protection, emergency self-rescue skills and other contents, resulting in the lack of coping ability in the face of emergency. Cybersecurity and mental health security are also emerging areas that need to be paid attention to. In the context of the digital age, students have frequent contact with the Internet, but they lack of awareness of network security and protection, and are vulnerable to network fraud, network violence and other bad information. In terms of mental health, with the increasing psychological problems of adolescents, schools have insufficient ability to provide mental health education and counseling services to effectively identify and intervene in students' psychological problems. In some schools, the division of safety management responsibilities is vague, the

lack of full-time safety management personnel, or the professional ability and training of safety management personnel is insufficient, making it difficult to carry out the campus safety management work effectively.

3. Basic Education School Management Work Improvement Measures

(1) Improve the level of management informatization

The university should conduct a detailed evaluation of the existing IT infrastructure, involving not only hardware updates and software selection, but also an analysis of the digital possibilities of the current management process. For example, schools can install efficient Wi-Fi networks and update computer equipment to ensure unimpeded basic network communication, which is critical for subsequent software applications. When choosing the management software system, the school should consider the user friendliness and customization of the system. For example, the student information management system should not only realize the basic data entry and query functions, but also take into account the possibility of integration with other modules such as the educational administration system and the library system, as well as the ability to conduct in-depth analysis of the data, such as long-term tracking and trend analysis of students' performance. In terms of personnel training, in addition to basic operational skills training, more emphasis should be placed on improving data management and analysis capabilities. For example, through training, teachers and managers can use the system to analyze achievements and allocate teaching resources. Such ability improvement directly promotes the scientific and accurate management. For the further study and discussion of information technology, schools can regularly invite information technology experts to give lectures and seminars, or encourage employees to participate in external professional training, so as to maintain the frontier of teachers and managers in the application of information technology. In the mechanism of continuous improvement, schools should establish a system of regular evaluation and rapid response. By setting up feedback channels, such as regular questionnaire survey or opinion collection, schools can timely understand the actual use and existing problems of the information system. This feedback mechanism not only contributes to the optimization of the existing system, but also provides decision support for future technological upgrading.

(2) Strengthen the maintenance of campus facilities

School management requires the establishment of a comprehensive campus facility maintenance plan, including the detailed registration and evaluation of all campus facilities, such as teaching buildings, laboratories, sports facilities, libraries, etc., ensuring that there is a clear maintenance record and plan for each facility. Such planning shall include periodic inspection, maintenance and upgrading as necessary, as well as a quick response mechanism for emergency repair requirements. Schools should consider building a maintenance team of professionals who are not only responsible for daily maintenance work, but also for regular skills training and knowledge updates to ensure that the team can meet various maintenance challenges. For some special facilities, such as laboratory equipment, the school may consider working with external professional maintenance companies to ensure that the facilities are most properly

maintained. The implementation of preventive maintenance can also ensure the long-term operation of campus facilities. Schools should not only respond to the failure of facilities in time, but also conduct regular inspection and maintenance to prevent potential problems. For example, for important facilities such as electrical systems and heating systems, schools should make regular inspection plans to identify and solve potential safety hazards as soon as possible. To ensure the transparency and efficiency of facility maintenance, the school also needs to establish a sound facility management and feedback system that enables all parties on campus, including teachers, students and maintenance personnel, to report facility problems in a timely manner and track maintenance progress. In this way, the school management can timely understand the status of the maintenance of the facilities to ensure the good operation of the campus facilities. Schools should also regularly invest in and update campus facilities in response to growing educational needs and technological developments, including investment in more energy-efficient facilities such as energy-efficient lamps and efficient HVAC systems, as well as updating aging teaching equipment and learning resources.

(3) Standardize the management of the teaching staff

For teacher recruitment, schools should establish a more strict and comprehensive evaluation system, which not only involves the basic qualifications and educational background of teachers, but also makes a comprehensive evaluation of their teaching philosophy, classroom management ability, and the way of interacting with students. For example, school management can comprehensively evaluate the ability and potential of candidate teachers through open classroom teaching presentations, scenario simulations in interviews, and a review of past teaching results. Schools should also pay attention to the diversity of teachers and recruit teachers from different backgrounds and expertise to enrich the teaching resources and perspectives of the school. In terms of teacher training and development, the school should design a long-term and systematic career development plan, which includes not only regular teaching skills training, but also the support for teachers' personal career interests and long-term development goals. For example, school administration can provide teachers with opportunities to attend academic conferences, encouraging them to conduct educational research or participate in curriculum development. For young teachers, schools can establish a tutorial system, with one-on-one guidance from experienced teachers, to help them quickly adapt to the educational environment and improve the quality of teaching. In terms of teacher performance evaluation, schools need to establish a fair and diversified evaluation system, which should not only include students' academic performance, but also take into account teachers' teaching innovation, classroom interaction quality, contribution to students' development and other aspects. For example, teachers' performance can be comprehensively evaluated through student feedback, peer review and teaching observation, and the results of performance evaluation should be closely combined with the career development of teachers, such as providing promotion opportunities, professional title evaluation and salary adjustment. On the ethics strengthen construction, the school needs through regular ethics education, case discussion and ethics training, strengthen teachers' professional ethics consciousness, and set up a set of effective supervision mechanism, such as ethics assessment, students and parents feedback channels, and the violation of

ethics handling rules, to ensure that teachers' behavior in accordance with the professional standards.

(4) Improve the student safety guarantee system

Regarding the strengthening of campus physical safety, the school should establish a detailed safety inspection and maintenance system, including regular inspection and maintenance of the structural safety of the school buildings, the integrity of fire fighting facilities, and the safety conditions of the classroom and activity places. Especially in the renovation and maintenance of the old campus buildings, more attention and resources need to be invested to ensure that the safety of the school environment is in line with the latest standards. At the same time, strengthen the campus security measures, such as the installation of efficient monitoring system, setting up access control management, increase security patrols, etc., to ensure the safety of students on the campus. In terms of network security, with the popularization of digital teaching, students are more and more exposed to network resources. Schools need to develop clear policies on cyber use, including restricting access to inappropriate online content, strengthening supervision of online communication platforms, and conducting regular education of students on cyber security to improve their ability to identify cyber risks. For example, students can be taught on how to safely surf the Internet and how to prevent online fraud and cyberbullying through classroom lectures and simulation exercises. For students' mental health and safety, the school should establish a professional mental health support system. In addition to providing professional psychological counselors, it should also regularly organize mental health education activities for students of different ages, such as adolescent mental health lectures, stress management workshops, etc. In order to better understand the psychological state of students, schools can timely detect and intervene in possible mental health problems through regular mental health surveys or questionnaires. Schools need to formulate detailed emergency plans for natural disasters and public health emergencies, and conduct regular drills to improve the ability of teachers and students to deal with emergencies. For example, in evacuation drills in emergency situations such as fire and earthquake, we should not only let teachers and students know the evacuation route, but also teach them how to keep calm and effectively save themselves.

4. Epilogue

Facing the existing problems in the management of basic education schools, the key to systematically analyze and take targeted improvement measures is to improve the quality and efficiency of education. This requires not only in-depth reflection on the existing management mode and education policies, but also needs to extensively absorb the progress of educational technology and innovate management concepts and means. In the future practice, continuous improvement and innovation will be the driving force to promote the sustainable development of basic education. Through these efforts, the school can create a safer, more efficient and inclusive learning environment for students, and lay a solid foundation for their all-round development.

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